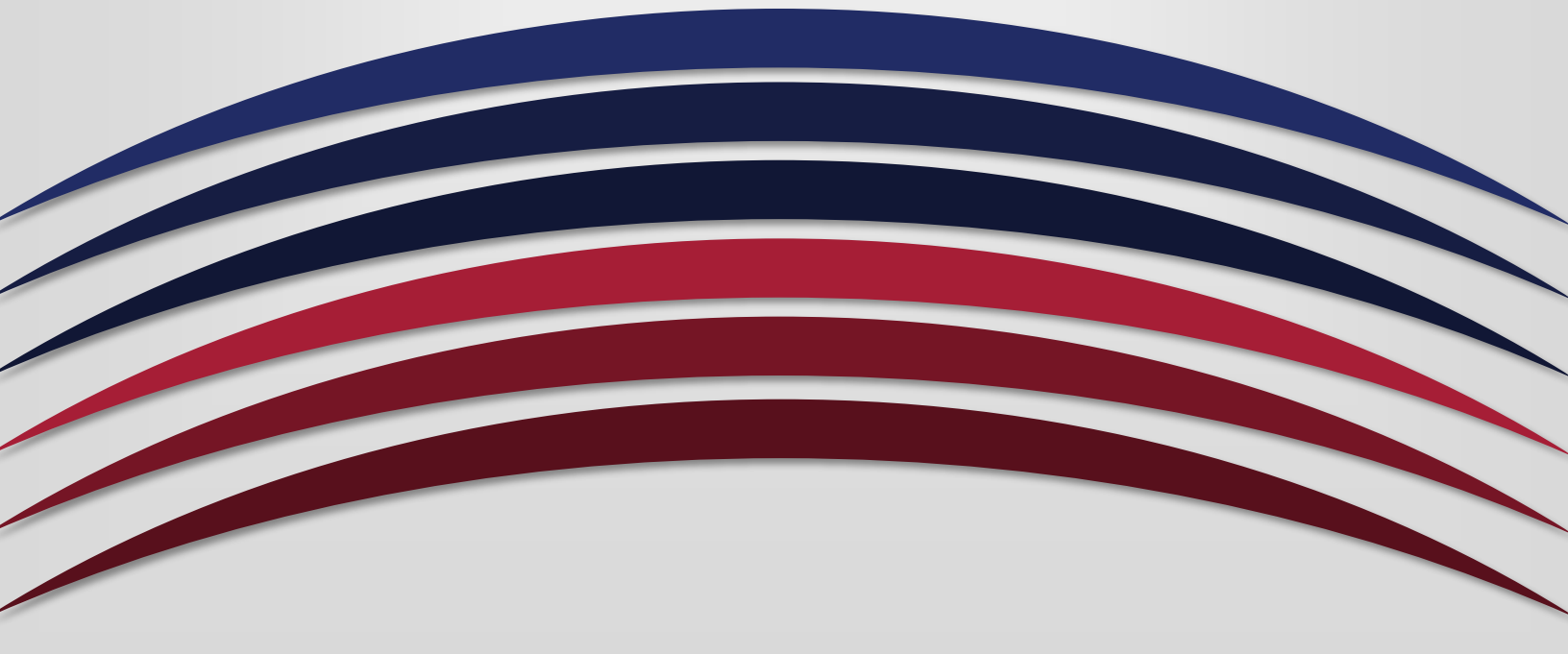




UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2018-2019

ENGL 1312 – English Composition II



Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

- **Rhetorical Situations** Students will respond appropriately to various rhetorical situations, purposes, and audiences.
- **Writing and Reading** Students will use writing and reading for inquiry, learning, thinking, and communicating. (Active)
- **Academic Integrity** Students will integrate original ideas with those of others. (Active)
- **Flexible Strategies** Students will develop flexible strategies for generating, revising, editing, and proof-reading (Active)
- **Collaborative Writing Processes** Students will use collaborative writing processes.
- **Knowledge of Conventions** Students will demonstrate knowledge of structure, paragraphing, tone, mechanics, syntax, grammar, and documentation. (Active)

2. Which CLOs were addressed for this academic year? (2018-2019)

All outcomes are assessed as per the rubric for our discipline and course. Our assessment report includes the following outcomes for 2018-2019:

- **Writing and Reading**
- **Academic Integrity**
- **Knowledge of Conventions**

3. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

All outcomes are assessed as per the rubric for our discipline and course. Our assessment report will include the following outcomes for 2019-2020.

- **Writing and Reading**
- **Academic Integrity**

4. Explain the assessment cycle.

Composition II is assessed on a three-year cycle, and the cycle was completed in the 2018-2019 school year. Each semester, data is compiled from the assessment

of the research essay, according to the rubric the English discipline has instituted. The rubric changed in 2016, and following the introduction of that rubric, instructors created reports from that rubric to be assessed.

5. What are the assessment methods? Are they direct or indirect?

The course will continue English Composition I's focus on voice, tone and style, awareness of audience, and various writing strategies, including peer review, drafting, editing, researching, and incorporating multiple sources. Students practice methods of drafting, including how to create a thesis and how to support and develop that thesis in a focused, thorough, and stylistically appropriate essay that demonstrates awareness of audience and the conventions of medium and genre. The class will focus on writing strategies such as invention, arrangement, drafting, and revision, including teamwork with the instructor and/or classmates in the writing process, fluency issues such as the use of transitions, and the correction of major usage errors. The class requires students to read texts critically and to practice good scholarship through the conventions of style and documentation. Students practice integrating summary, paraphrase, and quotation into their own original compositions. Students write a minimum of fifteen pages of formal writing to be divided among at least three major compositions that address higher-order critical thinking skills, particularly evaluation, analysis, and synthesis. One must be a research paper that incorporates material from quality sources. Students will also submit a final portfolio for the course that includes evidence of course outcomes through paper assignments, invention techniques, and rough drafts as well as a final reflection that discusses development of skills learned in the course.

6. What are the assessment goal(s)?

The goals for assessment in Composition II follow: In each of the outcomes being recorded and reported, the discipline seeks a success rate of 80%.

7. What were the findings for this academic year? (2018-2019) Fall 2018

For Writing and Reading: Out of 273 students, 246 displayed adequate or higher proficiency on the final paper. This is 90% of students assessed. Out of 183 traditional students assessed, 168 completed the assessment successfully. Out of 90 online students, 78 completed the assessment successfully.

For Academic Integrity: Out of the 273 students assessed in this outcome, 227 displayed adequate or higher proficiency on the final paper. This is 83% of the students assessed. Out of 183 traditional students, 156 completed the assessment successfully. Out of 90 online students, 71 completed the assessment successfully.

For Knowledge of Conventions: Out of the 273 students assessed in this outcome, 249 displayed adequate or higher proficiency on the final paper. This is 91% of the students assessed. Out of 183 traditional students, 161 completed the assessment successfully. Out of 90 online students, 88 completed the assessment successfully.

Spring 2019

For Writing and reading: In all 570 of the 638 students (89%) assessed displayed adequate proficiency in Writing and Reading. In the traditional courses, 91% of the students assessed displayed adequate proficiency; in the online courses, 84% of the students assessed displayed adequate proficiency; and in the Early College (concurrent) courses, 91% of the students assessed displayed adequate proficiency.

For Academic Integrity: In all, 512 of the 638 (80%) students assessed displayed adequate proficiency in Academic Integrity. In traditional classes, 288 of 341 (84%) students displayed adequate proficiency; in online classes, 113 of 145 (78%) students displayed adequate proficiency; and in early college (concurrent courses) 111 of 146 students displayed adequate proficiency (76%).

For Knowledge of Conventions: Out of the 638 students assessed, 581 (91%) displayed adequate proficiency in Knowledge of Conventions. In the traditional classes, 304 of 341 students displayed adequate proficiency (89%); in the online classes, 133 of the 145 students displayed adequate proficiency (91%); and in the concurrent courses, 144 of 146 students displayed adequate proficiency (98%).

8. What is your analysis of the findings?

Fall 2018

Analysis of Writing and Reading Findings: The results show that 90% of the assessed students displayed adequate or higher proficiency in this outcome. This is a slight increase from last semester. Traditional students (91%) performed significantly better than online students (86%) in this outcome.

Analysis of Academic Integrity Findings: The results show that 83% of assessed students displayed adequate or higher proficiency in this outcome. This demonstrates a slight improvement from the results of the previous semester. Traditional students (85%) performed better in this outcome than online students (79%).

Analysis of Knowledge of Conventions Findings: The results show that 91% of the assessed students showed adequate or higher proficiency in this outcome. This is a slight increase from the previous semester. Online students (97%) performed significantly better than traditional students (88%) in this outcome this semester.

Spring 2018

Analysis of Writing and Reading: The online courses stand out only insofar as the major gap between the scores in those courses and the concurrent and traditional courses. While a substantial gap, the 84% is still considered successful in terms of the threshold we've set. Analysis of means of improvement and goals should be set at an increase of three percent for the online courses and to maintain the success in the traditional courses. Compared to the Fall 2018 semester, the proficiency rates were down slightly, but the sample size is much larger, and that might account for that differentiation. The scores were up slightly from the scores recorded in the Spring 2018 semester.

Analysis of Academic Integrity Findings: There is a singularly obvious discrepancy between the concurrent students' success rates in composition II in the Spring 2019 semester from the Fall 2018 semester (76% in the Spring to 89% in the Fall). Traditional students showed improvement in these outcomes, (84% to 80%) as did online students (76% to 80%). While traditional classes have maintained some consistency in the proficiency rates, online courses have trended upwards since the Spring of 2018.

Analysis of Knowledge of Conventions Findings: Easily the highest scores for the rubric, with online students following an upward trend from last semester (from 79% to 91%). There was a slight rise in the traditional classroom (from 88% to 89%), and online students dipped down from 98% to 91%. The latter might be explained by the larger sample size. The concurrent students's proficiency rate was not assessed in the fall, but the rate is an increase from 93% in the Spring of 2018.

9. What is the action plan for the next academic year? (2019-2020) Explain.

Upon completion of the previous cycle, the discipline moves to a portfolio structure for the assessment of Composition II in 2019-2020. Doing so allows the discipline to report and record all six of the course learning outcomes and alter the rubric to measure proficiencies based on the entire class experience, rather than a single project at the culmination of the course.

The discipline's assessment has altered the approach in the classroom including the use of the school's journal of student writing, *Milestones*, providing examples of effective student writing. Lower stakes assignments are being used to reinforce areas of weakness, both in the areas reported on, and those assessed outside of the report's scope. The class and assignment focuses for Composition II, based on the last cycle will focus on higher order concerns (critical thinking, academic writing, and academic integrity).